



**MASTER PLAN
FOR
PUBLIC POSTSECONDARY
EDUCATION
IN LOUISIANA: 2011**

**Board of Regents
August, 2011**

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EXECUTIVE SUMMARY

Article VIII of Louisiana's Constitution authorizes the Board of Regents (BoR) to develop a master plan for higher education in Louisiana. This Master Plan provides a broad vision for the State's higher education system and acknowledges its interdependence with the economy and its many contributions towards better lives for Louisiana's citizenry. The actions outlined in this Plan are guided by the reality that Louisiana must raise the educational attainment of its adult citizens if it is to compete successfully in the 21st century world economy. The Plan also addresses the need to strategically invest in targeted research to sustain and expand the State's economic development. Finally, increased accountability is a common thread which undergirds every element of this Master Plan.

In the development of the plan, the Board of Regents recognizes that almost three-fourths of Louisiana's adult residents have no postsecondary degree, and only 65% of the State's K-12 students complete high school at a time when the fastest growing and most rewarding jobs in the nation require at least some postsecondary education.

The Board of Regents advances its vision for the future of postsecondary education by adopting the following three broad goals and activities:

1. Increase the educational attainment of the State's adult population to the Southern Regional Education Board (SREB) States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

The Plan outlines 18 objectives, 71 activities and 65 performance measures to achieve these goals. Through these goals, related activities and the measurable performance metrics, the Plan assures that its implementation will be monitored, evaluated and reported throughout its duration.

To contribute to the State's economic prosperity through development of a skilled, educated citizenry, the Board of Regents has established the goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025 and designed a performance funding model to support and reward the achievement of that goal. The Master Plan provides a road map to reach the State's educational attainment goal for systems and campuses to follow as they exercise their authority to manage the day-to-day operations of their institutions. The Board of Regents will report on the State's progress toward these goals and continue to enact policies as necessary. It is the fidelity of implementation of this plan that will maximize our ability to meet the educational and workforce needs of Louisiana.

CHAPTER 1

THE FRAMEWORK FOR THE 2011 MASTER PLAN

BACKGROUND

The importance of postsecondary education to the citizens and government leaders of Louisiana has increased dramatically over the last decade. A high school diploma no longer guarantees a pathway to the quality of life enjoyed by previous generations. Evidence suggests that in order to be successful in the 21st century, a person must earn some form of postsecondary education credential. The effects of higher education levels stretch beyond personal fulfillment; the economic stability of the State and the nation is tied to citizens who are employed in productive, meaningful work.¹

THE 2001 PLAN

The Master Plan of 2001 recognized that Louisiana's postsecondary institutions had to become more focused on student access and success. The Plan established admissions criteria by setting minimum performance expectations for admission to four-year universities. It further recognized the important role of a strong community and technical college system in offering entry-level academic coursework, providing students with the academic support needed to begin college studies, and training skilled workers for evolving labor markets.

Implementation of the Master Plan of 2001 led to changes in the way the education community addressed the challenges of student readiness for and access to college. Some of the more evident improvements since implementation of the 2001 Plan include:

- The BoR increased the criteria of the Regents Core Curriculum and more high school students are completing the Regents' Core Curriculum [56.5% (2003); 62.7% (2010)];
- The BoR identified the ACT scores needed for entry into higher education and for students to be college ready, and high school graduates' ACT scores are higher [LA 19.6 (2001), 20.1 (2010); U.S. 21.0 (2001), 21.0 (2010)];
- The BoR increased standards for admission into universities and freshman remediation at four-year institutions is lower [32.3% (2001); 20.8% (2009)];
- University graduation rates have improved [36.3% (2001); 42.6% (2010)] and the number of students completing college has increased [25,500 (2001); 34,904 (2010)].

To reach the State's goal of increasing the educational attainment of the adult population to the SREB average of 42% by 2025, this progress must not only continue but accelerate. Stronger connections must be forged between education, research, and economic development, and clearer relationships must be identified between the funds allocated to the colleges and universities and the results they produce.

¹ National Conference of State Legislatures, 2007.

CHALLENGES REMAIN

Graduation from high school is critical, but in terms of postsecondary education and 21st century workforce readiness, it is a step forward, not an endpoint. Workers must be highly skilled, educated, and flexible to compete for jobs in the high-tech sectors that drive economic growth. Though the nation's strength depends on having a skilled and knowledgeable citizenry, over 60% of the U.S. population between the ages of 25 and 64 has no postsecondary education degree or certificate, ranking the United States 10th among developed countries.²

Despite Louisiana's recent progress in improving high school graduation rates and access to postsecondary education, serious challenges remain:

- Louisiana trails the nation in the percentage of adults who have achieved a postsecondary academic credential and therefore cannot realize the many benefits an educated citizenry contributes to a state. Approximately 56% of all adults in Louisiana have not attended college, and 19% have attended college but earned no degree.
- In 2009, Louisiana ranked 47th among the states in the percentage of adults in the workforce and 42nd in median household income (\$42,167).³
- Sixty-two percent of the 400,000 public school students in the State are eligible for free or reduced lunch programs, an indicator of poverty that traditionally correlates with low educational achievement.

A national study on workforce development summarized the serious challenge ahead, stating that “*Unless* there are systemic changes, in 2018 Louisiana will:

- Rank 6th in the nation in the percentage of jobs for high school dropouts;
- Rank 5th in the nation in the percentage of jobs for high school graduates;
- Rank 50th in the nation for jobs requiring an associate degree;
- Rank 45th in the nation in the percentage of jobs for college graduates; and
- Rank next to last in the percent of jobs requiring postsecondary education.”⁴

RECENT FUNDING HISTORY

Funding for public postsecondary education in Louisiana has undergone significant changes over the past decade. Beginning in the 1990's, state allocations for colleges and universities, historically well below peer averages, began a steady climb to the point that in 2008 Louisiana reached the SREB average in Full-Time Equivalent (FTE) funding. However, this trend did not continue. Due to declining state revenues as a result of the economic recession, postsecondary institutions began to absorb reductions in State General Fund appropriations as well as substantial mid-year budget adjustments in 2008, 2009 and 2010. In 2011, State General Fund

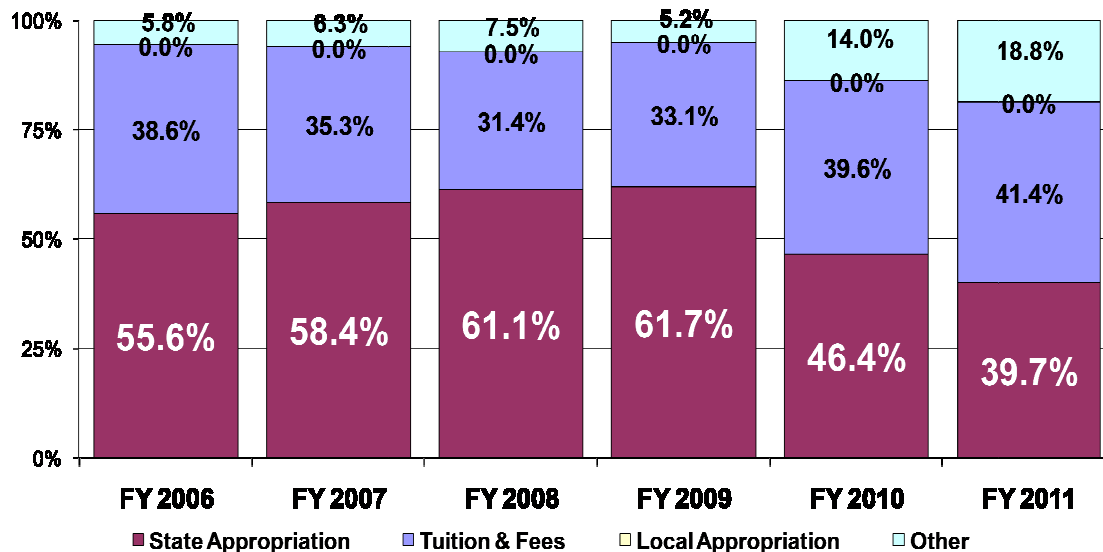
² Complete College America.

³ American Community Survey, 2009.

⁴ Help Wanted: Projections of Jobs and Education Requirements Through 2018; Georgetown University Center on Education and the Workforce, 2011.

appropriations for postsecondary education reflect a 35% reduction from peak state funding (a total 17.5% reduction due to infusion of American Recovery and Reinvestment Act dollars). As a result, tuition increases and elevated private support have become more prominent factors in the funding of Louisiana's public colleges and universities. In Louisiana there is no support provided by local tax revenues. In other states, local tax support is a common and stable revenue stream for community colleges because of their support of the local workforce.

Unrestricted Educational & General Budget Sources of Revenue



ARRA funds are included in "Other" for FY 2010 and FY 2011.

COMPELLING LEGISLATION

This 2011 Master Plan recognizes that the State's demographic, economic and educational environments all dictate that educational attainment of Louisiana's population must continue to be of highest priority. To affect the level of change that is needed, the Plan must recognize the fiscal and political environments in which its goals must be achieved. Three recent legislative actions directly influence the approach to this Plan and its goals: the findings and recommendations of the Postsecondary Education Review Commission (PERC), the passage in 2009 of articulation and transfer legislation, and the passage in 2010 of the Louisiana Granting Resources and Autonomy for Diplomas Act (GRAD Act).

Postsecondary Education Review Commission

In 2009, the Legislature enacted Act 309 establishing the Postsecondary Education Review Commission. PERC was established "... to review all aspects of postsecondary education in

order to ensure that the enterprise is operating efficiently, effectively, and in a manner that best serves students, their families, and the State and to make recommendations for changes necessary to ensure that the system is operating in that manner.” Nine members were appointed to the Commission, which was charged to study areas including governance, facilities, programs, funding, and rules or regulations that are barriers to achieving administrative efficiencies. To accomplish its charge, PERC undertook a comprehensive review of policies, practices, data, current reports and other relevant information, and conducted public meetings to identify areas for constructive change.

The Commission concluded that in order for Louisiana to accomplish its goals of economic competitiveness and better preparation of its citizenry for work and life, its postsecondary education enterprise must be realigned and restructured to function more effectively, with every element of the system focused on producing more graduates and completers without compromising standards or quality. Moreover, PERC concluded that the credentials with which students graduate must align with academic and workforce credentials needed, barriers to college completion and entry into the workforce must be eliminated, efficiencies realized, and stable funding levels established.

To guide the State in achieving these results, the Commission approved 22 recommendations grouped into five main focus areas: (1) improve graduation rates; (2) align institutional missions and program offerings with economic priorities and workforce needs; (3) reevaluate postsecondary education funding to place increased emphasis on institutional quality and performance; (4) enhance tuition and financial aid policies; and (5) realign governance of Louisiana's postsecondary education system. Many of the Commission's suggestions have been completed and others have been incorporated into this Master Plan. A copy of PERC's final report can be accessed on the Commission's website (<http://laperc.org/>).

Articulation and Transfer

Act 356 of the 2009 Regular Session of the Louisiana Legislature mandated development of a statewide transfer degree. This set in motion unprecedented cooperation among faculties and institutions to eliminate barriers that prevent students from successfully transferring between and among postsecondary institutions. There was immediate progress toward building a more effective transfer and articulation coordination process for the State with the formation of the Statewide Articulation and Transfer Council (SATC) and its General Education Committee, a standing committee of faculty from each system.

The focused efforts of the SATC and General Education Committee, with additional faculty, campus, and system input, resulted in the development of a 60-credit transferrable associate degree that is accepted in its entirety for students to transfer to any public university with junior standing and credit for completion of all required general education coursework. The Associate of Arts and the Associate of Science Louisiana Transfer degrees were approved by the Board of Regents for initial implementation at all Southern Association of Colleges and Schools (SACS) accredited two-year and community colleges in fall 2010. The degrees include curriculum guides in five general concentration areas, and the SATC continues working to develop additional statewide curricula for concentrations in specific majors. To keep students informed and

connected, a central website (www.latransferdegree.org) was developed to link campus transfer degree sites, as well as provide easy access to the *Transfer Course Guide* (previously known as the Statewide Articulation Matrix) and information on how to earn the degrees. The expectation is that the transfer degree guarantee will be a strong incentive for students to complete the associate degree before transferring from the community college.

Granting Resources and Autonomy for Diplomas Act (GRAD Act)

Recognizing the importance of higher education to Louisiana's future, the Governor, Legislature, business and higher education leaders worked together to pass Act 741 of 2010, commonly referred to as the GRAD Act. Under the GRAD Act, the Board of Regents entered into six-year agreements with participating institutions and their management boards to develop long-term performance goals and measure progress.

The GRAD Act includes four performance objectives: student success, articulation and transfer, workforce and economic development, and institutional efficiency and accountability. The Act provides incentives for universities and colleges to increase graduation and retention rates and completers, as well as align academic programs with workforce needs critical to Louisiana's economy. Under the GRAD Act agreements, each institution commits to meet defined performance objectives in exchange for tuition authority and increased financial management autonomy and flexibility. While initial implementation of the GRAD Act focused on the critical area of student success, the Act itself is sweeping in its assessment of campus success: 56 measures of institutional progress are annually tracked based on the institution type and evaluated by the Board of Regents. Each institution has its own goals for progress and is assessed annually based on its own improvement plan.

In 2011, the Legislature, through House Bill 549, amended the GRAD Act to focus on three student success measures: retention rates, graduation rates, and completers. The bill also allows for levels of expanded autonomies that institutions may earn if they meet additional performance requirements.

The GRAD Act is similar to and aligned with national efforts to improve educational attainment. Prior to the GRAD Act, the Board of Regents and Louisiana's postsecondary institutions had launched a number of initiatives to increase students' success. The legislation established a solid foundation for continuing and enhancing those initiatives.

BOARD OF REGENTS' ACTIONS

Academic Program Review

To further ensure that Louisiana's investments in postsecondary education yield higher value, the Board of Regents has continued to undertake academic program reviews to identify programs that are not yielding numbers of graduates that justify State investment, are unnecessarily duplicated at other institutions in the State, are not aligned with workforce needs, or are lacking sufficient academic quality. In 2011, these reviews have already led to the termination and/or

consolidation of more than 300 programs, increasing the efficiency of public postsecondary education and setting the stage for new program development to meet evolving needs across Louisiana.

FIRST Louisiana

The Board has also taken steps to increase the productivity of Louisiana's postsecondary research investments, adopting Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana), the statewide science and technology plan (<http://web.laregents.org/program-evaluations/state-st-plan/>). FIRST Louisiana offers context for institutional planning and provides the foundation for a targeted statewide approach to research, development and innovation. Its goal is to build postsecondary science and technology research in targeted areas to become a major driver of Louisiana's economic development and support institutional quality

Performance Funding

Over the past decade, the Board of Regents has been transforming the State postsecondary education funding formula from reliance primarily on student headcount to encouraging and rewarding campus performance. The performance metrics incorporated into the formula support the general goals identified by the PERC and the specific campus-based and statewide performance objectives identified through the GRAD Act. The performance-based formula rewards performance as demonstrated through student progression, student completion, research innovation, and workforce development. An explanation of the conceptual framework of the new performance-based model is found in Appendix A of this Plan.

Board of Regents' 2011 Leadership Agenda

Achieving the goals set forth in the Master Plan will take the commitment of all stakeholders – policy makers, business, campuses, students and citizens. The Board of Regents embraces its responsibility to promote engagement of the postsecondary system with the State's economy. Recognizing the need to better align the campuses with the economic and overall needs of their regions as well as increase productivity at all levels, in 2011 the Board of Regents, under the leadership of its chair, adopted an aggressive agenda of priorities. A further description of the Board's 2011 Agenda appears in Appendix B of this Plan. Many of the items contained in this agenda have been incorporated throughout the Master Plan goals.

EDUCATION AND EARNINGS

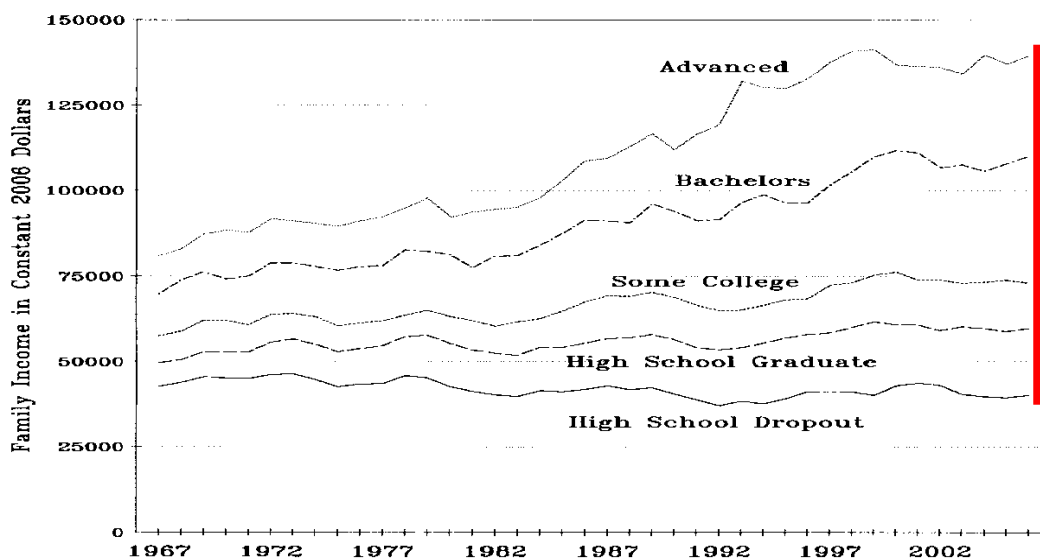
Education affects the life and livelihood of almost all citizens through the direct correlation between educational attainment, participation in the workforce, and income. As the level of education attained increases, so does the percentage of those citizens in the workforce.

Louisiana Residents Age 25-64 in the Workforce and Median Earnings By Educational Attainment		
	Percent in the Workforce	Median Earnings in 2008 Dollars
Less than High School Graduate	53.8	\$18,219
High School Graduate	71.5	\$26,071
Some College or Associate Degree	78.0	\$30,897
Bachelor's Degree or Higher	84.8	\$52,995

Source: U.S. Census Bureau, 2008 American Community Survey

While families' average annual income rose significantly for college graduates from 1967 through 2006, it remained relatively flat for those who did not continue after high school or did not receive a college credential.⁵

Average Annual Income by Educational Attainment of Householder, 1967-2006



Source: Postsecondary Education Opportunity, 2007

⁵ Postsecondary Education Opportunity: Average Annual Income by Educational Attainment of Householder, 2007.

In the 21st century knowledge-based economy, jobs that are highest paying and in greatest demand require at a minimum career or technical education credentials beyond high school. Now even more traditional jobs are requiring education beyond high school. By 2012, 40% of all factory jobs will require some form of postsecondary education, as will over 60% of all new jobs and 90% of the jobs in highest demand. The modern economy increasingly bypasses those who are not well educated.

Further, while education is key to the economic health of the State and its communities, it is also vital to the general well-being of its citizens. Researchers have found strong correlations between educational achievement, children living in poverty, personal health, employment, and family income.⁶ The Council for a Better Louisiana, citing many troubling statistics for the State, summarized the need for greater success in postsecondary education: “Educational attainment levels drive nearly every social indicator Louisiana struggles with, from poverty, to crime, to health care, and self-sufficiency. And the higher the educational attainment levels, the better the outcomes.”⁷ So it is precisely this deficit in attainment, well-documented and long-lasting, that has kept the State and its people from realizing their tremendous potential. Recognizing that this condition must be reversed, the Board of Regents has developed this plan to raise the citizens’ educational attainment.

⁶ Alliance for Excellent Education. Healthier and Wealthier: Decreasing health care costs by increasing educational attainment. Issue Brief, Nov. 2006.

⁷ Vision for Higher Education; Council for a Better Louisiana Press Release, November 30, 2010.

CHAPTER 2

OVERVIEW AND GOAL 1

OVERVIEW

The 2011 Plan reaffirms and expands the State's commitment to developing a stronger and more effective postsecondary education system in support of Louisiana's economy. The continuing attention to access is joined with a strong emphasis on success: guiding students from freshman enrollment through to completion. It addresses the challenge to provide what the State, its communities, its businesses and its residents need – more college-educated men and women who are prepared to contribute to the economy, culture and general societal well-being of Louisiana.

The Plan further builds on the basic need for access and success by emphasizing symbiotic relationships between university research, economic development, and job creation. Finally, the Plan addresses the need for postsecondary education, at every level, to be effective, efficient, and accountable in its use of the resources invested in it by the State of Louisiana and its citizens.

The three overarching goals of the 2011 Plan are:

1. Increase the educational attainment of Louisiana's adult population to the Southern Regional Education Board States' average by 2025;
2. Invest strategically in university research; and
3. Achieve greater efficiency and accountability in the postsecondary education system.

GOAL 1

Increase the Educational Attainment of the State's Adult Population to the Southern Regional Education Board States' Average by 2025

There is a purpose and a value to pursuing postsecondary education opportunities for all people and at all levels. College-level work engenders useful knowledge and skills across the spectrum. Student success is the focus of Goal 1. Today's economy, and that of the future, require higher level skills than in the past. These skills require training beyond traditional high school.

With less than 30% of Louisiana's adults holding a postsecondary credential, the existing workforce in Louisiana is ill prepared to work in a knowledge-based economy. Studies estimate that by 2018 two out of three new U.S. jobs created this decade will require some postsecondary education, as well as 51% of all jobs in Louisiana, according to an analysis by Georgetown University⁸. If Louisiana does not dramatically accelerate the production of postsecondary credentials, its workforce will not have the requisite skills and Louisiana's competitiveness for 21st century jobs will be further compromised.

⁸ Help Wanted: Projections of Jobs and Education Requirements Through 2018; Georgetown University Center on Education and the Workforce, 2011.

Thus the first goal of the Master Plan is among the most critical – to increase student success. To produce additional college graduates and meet workforce training needs, Louisiana must equip the population with the proper skills to succeed in postsecondary education by focusing on preparation for, access to, participation in, and completion of postsecondary education programs for all its citizens, not only its recent high school graduates. By increasing the numbers of individuals with postsecondary credentials, the State will position itself to better compete in regional, national and global economies and improve the quality of life of its citizenry.

To contribute to the State’s economic prosperity through development of a skilled, educated citizenry, the Board of Regents has established the goal of increasing the educational attainment of its adult citizens to the SREB average of 42% by 2025 and designed a performance funding model to support and reward the achievement of that goal. The Master Plan provides a road map to reach the State’s educational attainment goals for systems and campuses to follow as they exercise their authority to manage the day-to-day operations of their institutions. The Board of Regents will report on the State’s progress towards these goals and continue to enact policies as necessary.

In setting an educational attainment goal for the State of Louisiana, the Board of Regents has recognized that the goal must be aspirational yet achievable, rooted in the State’s demographic, economic, social and political realities. The National Center for Higher Education Management Systems (NCHEMS) estimated that at its current rate of growth Louisiana will reach an educational attainment rate of its adult population of 35.7% by 2025. NCHEMS also estimated that the SREB average will reach 42.0% by 2025 (with a national rate of 46.6%). The Board believes that setting a goal of the SREB average (42.0%) rather than the normal growth in its rate (35.7%) reflects an appropriate balance of aspiration and realism.

Utilizing the average distribution of undergraduate awards in the SREB states and accounting for the 2010-2015 completion goals established in the GRAD Act, the table below indicates the annual growth in awards by level from 2016 through 2025 necessary for Louisiana’s adults to attain the SREB average by 2025.

Projected Awards Necessary for Louisiana to Reach SREB Average by 2025

Degree Level	Projected 2025 Additional Awards Needed to Reach SREB Average	Additional Annual Awards Needed Per Year 2016-2025	Estimated Additional Annual Growth Rate 2016-2025
Certificates/Diplomas	31,655	577	9%
Associate Degrees	40,212	717	9%
Baccalaureate	72,250	1,309	5%

To reach the goal of the SREB average by 2025, Louisiana must produce 2,603 additional undergraduate credentials annually from 2016 through 2025, representing an annual growth of 7.23%.

In order to determine the number of additional undergraduate credentials needed to reach the SREB average, the deficit of 6.3 percentage points was applied to the projected number of Louisiana citizens in the 25-64 year old age group in 2025. It is important to note that the balance of credentials (certificates/diplomas, associate degrees, and baccalaureate degrees) awarded at the undergraduate level in the SREB is bachelor's at 50%, associate 28% and certificates/diplomas 22%. While Louisiana does not reflect that distribution of awards (bachelor's 65%, associate 15%, certificates/diplomas 20%), through a variety of efforts Louisiana is moving towards the SREB distribution. Part of the reason for the imbalance of degree production in Louisiana is the relative youth of its community college system. Therefore, allocating goals by award level is appropriate and necessary in aligning with future workforce needs. The Board of Regents expects degree production at all levels to increase, with the greatest rate of growth occurring at the two-year colleges.

In establishing the targets, the total calculated gap of additional awards needed to achieve the SREB average by 2025 was divided into the respective award levels by applying the SREB percentages. In order to translate these long-range goals into short-term targets, average annual incremental increases were calculated from the baseline of 2009-2010 completers for each award level, accounting for the GRAD Act-prescribed projections from 2010-2015. Adjusting the annual growth projections to account for GRAD Act, annual growth in the number of additional awards needed in the remaining 10 years was recalculated to achieve the 2025 goal.

The goal of reaching the SREB average by 2025 is challenging, but it can be accomplished if all stakeholders – government, business, industry and the campuses – invest in and commit to its achievement. To bring the goal and its challenges into clearer focus, the Board has provided

estimates of each region's necessary contribution to meet the statewide goal (Appendix C). The regional communities will need to determine their future workforce educational needs and help identify processes by which these regional needs can be met.

In recognition of the critical importance of this goal, institutions will be rewarded in two ways for meeting performance targets:

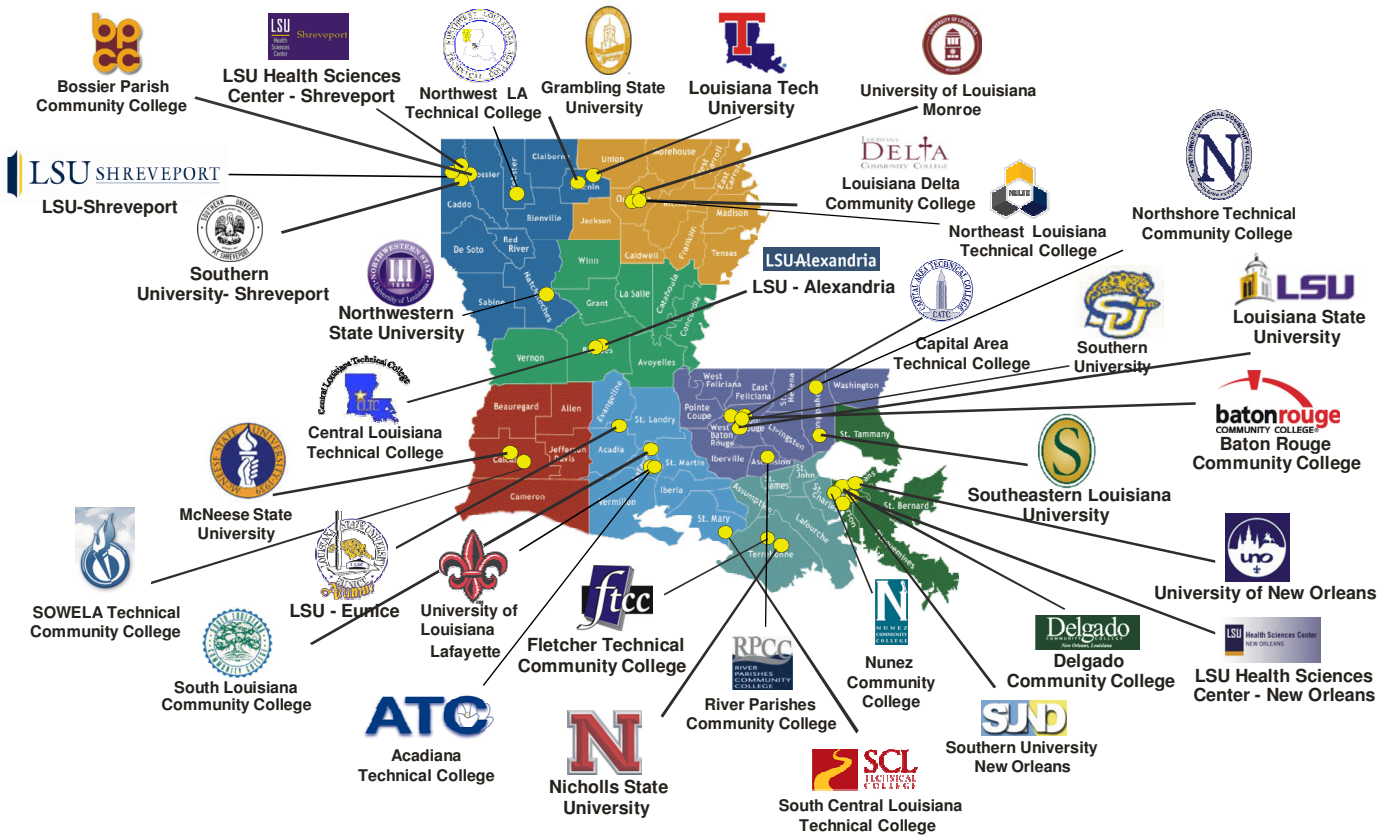
1. Tuition increases allowed in the GRAD Act for campuses which fulfill the Act's requirements; and
2. Performance funding through the formula which is aligned to the student success measures outlined in the GRAD Act.

The State's responsibility will be to provide the resources necessary to position the postsecondary community to reach this target. In exchange for this targeted investment, the State will reap the economic and societal benefits of substantially increased postsecondary access and success.

MEETING LOCAL AND STATEWIDE NEEDS THROUGH REGIONAL COORDINATION

Louisiana cannot achieve its statewide goals without full consideration of specific local and regional needs. For example, addressing the challenges of coastal restoration in the Gulf-adjacent parishes requires very different resources and services than revitalizing New Orleans; serving the needs of the Capital region requires different initiatives than addressing the agricultural and other needs of the Delta region. Over the decades, State agencies, planning groups, industry councils, and others have employed a variety of approaches to define Louisiana's development and planning regions. At the request of former Governor Murphy J. "Mike" Foster, Jr. that all State agencies adopt a standard regional configuration, the Board of Regents and numerous other State agencies adopted the Regional Labor Market Areas (RLMA). A map of the eight regions and the public postsecondary institutions in each region appears below.

Louisiana's Public Colleges and Universities



Act 447 of the 2010 Louisiana Legislature authorizes the Board of Regents to “evaluate the instructional and physical resources of ... institutions within each region, including the resources of existing higher education institutions, and shall assure maximum use thereof Such evaluation shall also be used by the board to create efficiencies, increase student access, enhance academic quality, further goals established by the master plan for postsecondary education” In addition, the Louisiana Legislature during its 2011 Regular Session adopted numerous resolutions urging and requesting the Board of Regents to examine and make recommendations regarding educational services in particular areas of the State.

To address these requirements and meet regional needs most effectively, the Board of Regents is seeking input from regional communities, education consumers, and industry. Public postsecondary institutions will address the postsecondary educational needs of the region. As for institutional responsibilities, campuses of Louisiana Technical College (LTC) will provide primarily workforce training, the community colleges will provide a combination of workforce

training and postsecondary courses in preparation for further education and four-year universities will deliver baccalaureate and graduate education, teacher training, and essential research. Louisiana's professional schools, specialized institutions and units have unique missions and by design serve statewide educational, research, and service needs. In some instances, institutions provide services across RMLAs due to proximity, transportation corridors, and/or the specialized nature of a particular educational program.

Regional input is essential in determining local/regional needs, areas of economic development, and the better alignment of institutional offerings, research, and service with these needs. Understanding the particular needs of a region and the State will help to better define the role, scope and mission of Louisiana's postsecondary institutions. At a minimum, regional input is needed in:

1. Determining the definition of work-ready for the region and identifying the economic engines upon which the region will focus its future;
2. Developing plans for more effective and efficient delivery of postsecondary education services in the region;
3. Strengthening cooperation between and among public postsecondary institutions in the region, regardless of management board affiliation, through expansion of such initiatives as dual degree programs, faculty and personnel exchange, dual faculty appointments, and the sharing of special equipment and facilities; and
4. Identifying training and services to meet the needs of area employers.

REDEFINING ROLE, SCOPE AND MISSION STATEMENTS

The Board of Regents is committed to the development of a more balanced statewide system of higher education in which each institution progresses in accordance with clearly defined roles and functions. While the basic framework for such a balanced system exists in Louisiana, further differentiation of institutions, particularly within regions in general and proximate institutions in particular, is needed.

Statewide as well as regional needs must be addressed in determining institutional role, scope and mission. In the broadest sense, role, scope and mission statements can be described as the following:

Role – A statement of audiences served, programs/services provided and unique characteristics of the institution.

Scope – The boundaries/limitations placed on the role.

Mission – A broad statement of the fundamental purpose of the institution.

Attaining the goals and objectives outlined in this Plan requires a comprehensive, well-organized higher education structure with institutions contributing in both general and specific ways through uniquely defined roles. This holds true at both the State and regional levels. The Board

of Regents, in consultation with the management boards and the individual institutions, will redefine role, scope, and mission statements for each of Louisiana's public colleges and universities. In the development of these statements, the Board of Regents will follow a series of guiding principles:

1. The role, scope and mission statement represents the essence of the campus, its core priorities;
2. Role, scope and mission is a policy tool to help ensure Louisiana's institutions collectively have the capacity to meet the needs of citizens and employers in a cost-effective manner;
3. With few exceptions, role, scope and mission statements of institutions must reflect how they interact with and serve the economic and educational needs of the region in which the institutions reside;
4. Louisiana's flagship institution is the premiere public research university. The flagship university is expected to:
 - a. Provide leadership in higher education in the State;
 - b. Practice highly selective admissions;
 - c. Offer a wide variety of undergraduate programs;
 - d. Offer an extensive number of master's and doctoral programs;
 - e. Maintain an appropriate mix of undergraduate, graduate and professional students; and
 - f. Sponsor a broad range of research programs.
5. Louisiana's statewide institutions serve the entire State but in a specific and limited manner. The statewide university is expected to:
 - a. Provide leadership in prescribed disciplines and specialties;
 - b. Practice moderately selective admissions;
 - c. Offer a wide variety of undergraduate programs;
 - d. Offer a select number of master's and limited number of doctoral programs; and
 - e. Sponsor a targeted range of research programs.
6. Louisiana's regional institutions focus primarily on providing services to the local population and its economy. The regional university is expected to:
 - a. Provide educational leadership and cultural services to the regional communities;
 - b. Provide admissions criteria matching institutional expectations with student preparation;
 - c. Offer a variety of undergraduate programs in the arts and humanities, sciences, social sciences and service professions;
 - d. Offer a limited number of master's programs in traditional service areas (education, business) and selected others required in the region. Doctoral programs are offered only under the most extraordinary circumstances; and

- e. Undertake research activities primarily of an applied nature and targeted to projects designed to strengthen and diversify the region's economy and to enhance the educational/instructional process.
7. Louisiana's community and technical colleges focus primarily on serving local communities. Community and technical colleges are expected to:
- a. Provide general education services for students wishing to transfer to four-year universities;
 - b. Provide career preparation programs for students wishing to pursue careers in the local economy;
 - c. Design and deliver customized training and rapid response workforce development services;
 - d. Develop and deliver community service (non-credit and other services) to the local population;
 - e. Provide developmental education to students needing academic remediation; and
 - f. Offer GED and other adult basic education opportunities.
8. The budget realities of Louisiana require that institutions rethink their fiscal structures, adopt greater efficiencies, and to consider educational consortium agreements that maximize the utilization of academic resources and programs.
9. Graduate and professional programs must be of superior quality, strategically placed, and be made more available through the use of educational technology. This will require the elimination of some existing graduate and professional programs.

The Need for Differentiation

From the Regents' perspective, each institution occupies a specific niche in the Louisiana higher education delivery system. Although two institutions may appear to be similar because they serve similar roles, they may serve different regions of the State, each of which has its own attributes and its own educational needs. It is critical that each institution develop to the fullest its particular strengths, which have been designed to meet the specific needs of the students it serves. This process of developing institutions with distinct functions is called differentiation.

Among organizations that support the concept of differentiation is the Southern Regional Education Board. According to SREB, categories are not designed to create a hierarchy of institutions or to rank institutions based on prestige. Differences in numbers of degrees, types of degrees, breadth of program offerings in which degrees are granted, and concentration of degrees are the factors upon which SREB categories of institutions are based. A definition of the SREB categories and where Louisiana's institutions fit into these categories appears in Appendix D.

Economic Considerations

All indications from both the national and state levels are that the next 5 to 10 years will be a time of diminishing support of higher education budgets from federal and state government sources. Higher education institutions must learn to operate more efficiently and be highly

accountable for the financial resources they receive from federal and state sources as well as from students. The funding and management paradigm for public institutions will, over the next few years, morph more to a private university construct where self-support is the dominant revenue stream for an institution and cost efficiency and program productivity are management mindsets. Institutions can no longer operate in an environment of spreading resources thinly across a broad array of highly specialized areas of scholarship and education. As worthy as those aspirations might seem, they cannot be fully realized in an era of significantly constrained resources.

The Board of Regents will ensure a balanced and appropriate offering of programs across the State. Institutions must focus their available resources on those programs that are within their role, scope, and mission, are in the greatest demand by students, and meet the demands of Louisiana's workforce and economic development. Therefore, the role, scope, and mission statements for each institution should clearly state the levels and areas upon which the institution should focus its resources

Educational Considerations

As mentioned previously, Louisiana needs a more streamlined system of higher education. Although many of the necessary elements for such a system exist, in order to move toward balance it will be necessary to review and define more precisely the role, scope, and missions of the institutions of higher education in the State. Since rigorous role, scope, and mission statements can limit the range of academic programs an institution offers, these statements must be based on the State's and its regions' need for graduates from certain academic programs, student interest in these programs, and on geographical access to programs in demand. The most cost-effective means of providing those programs must also be considered, as must the faculty expertise that exists at each of the State's colleges and universities.

OBJECTIVES TO REACH GOAL 1

Establishing a goal of reaching the SREB average of adult educational attainment is just a first step. The State and its participants must identify objectives that will ensure performance meets or exceeds the goal. Those objectives to reach Goal 1 are:

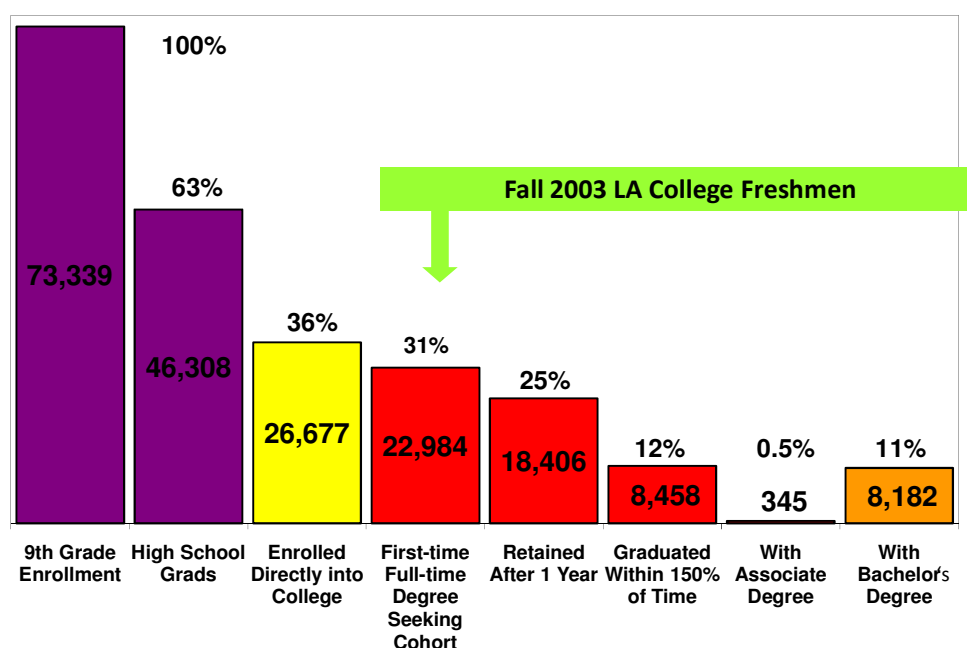
Objective 1-1: Through collaboration with the Board of Elementary and Secondary Education (BESE), graduate more students from high school ready for college or career.

A strong predictor of a student's success in college or preparation for the workforce is the rigor of his or her high school preparation. Graduating more students from high school with better skills and a greater interest in continued education is crucial to increasing educational attainment. The most recent available data indicate that Louisiana's high school graduation rate is 63.5%

(ranked 49th nationally), measured as the percentage of the 2004 entering high school freshmen who graduated from high school in 2008. The national rate was 74.9%.⁹

For Louisiana to approach the SREB average for educational attainment of the adult population, more students who begin high school must graduate. Louisiana's progression challenge – to have more students graduate from high school, enroll in college, and earn a credential – is depicted in the chart below (Note the use of the high school entering class of 1998 to allow sufficient years to graduate from high school, enter college and graduate within 150% of normal time).

1998-1999 Louisiana 9th Graders' Progression into and Through High School and College



For every 100 students who begin high school, only 63 earn a high school diploma within four years, 36 enroll directly into college, and 12 earn a college degree. The rate was 0.5% for associate degrees earned within three years and 11% for baccalaureate degrees earned within 6 years.

The Board of Regents recognizes the importance of a strong PK-20 education system and acknowledges that increasing access to and participation in postsecondary education will require increased exploration, innovation and collaboration among educators and workforce representatives at every level, working with students and prospective students from kindergarten through retirement. Collaborative efforts have increased over the past decade including

⁹ National Center for Education Statistics, Trends in High School Dropout and Completion Rates in the United States: 1972-2008, December 2010.

secondary (Board of Elementary and Secondary Education) and postsecondary (Board of Regents) activities such as the Louisiana Systemic Initiatives Project (LaSIP), Louisiana Gaining Early Awareness and Readiness for Undergraduate Programs (LA GEAR UP), development of the Louisiana Core 4 Curriculum and its adoption as the *Regents' Core* for admission to four-year institutions; coordination of the Educational Planning and Assessment System (EPAS); Blue Ribbon Commission for Educational Excellence; High School Redesign Commission; and development of Louisiana's Career Readiness Certificates as preliminary workforce certification. These initiatives have far-reaching implications for outreach and impact as they address both preparation for and access to college or work.

Activities

1. Expand participation in LaSIP and LA GEAR UP, as funds permit;
2. Provide early assessment of student preparation for college and expand workshops for administrators, teachers and counselors on college readiness and student success factors;
3. Strengthen coordination of dual enrollment programs; and
4. Reduce remediation rates of students entering college directly out of high school.

Performance Measures

- Number of students participating in LA GEAR UP;
- Percentage of high school graduates completing the LA Core-4 curriculum;
- Average ACT composite score of the high school graduating class;
- Number of industry-based certifications awarded to high school graduates;
- Number of students graduating with a *Silver* or *Gold* level Career Readiness Certificate;
- Number of students graduating with AP credits;
- Number of high school graduates; and
- Number of high school graduates requiring remedial education.

Objective 1-2: Increase the college-going rate of high school graduates.

Postsecondary education provides expansive opportunities across a wide range of career paths and interests. Regardless of area of study, completion of even *some* college makes a person more likely to secure a job with a living wage¹⁰. With the expansion of the Louisiana Community and Technical College System (LCTCS), the merit-based Taylor Opportunity Program for Students (TOPS), the need-based GO Grant, the *Early Start* dual enrollment program, and other initiatives designed to increase college access implemented over the last decade, Louisiana (65.3%) exceeds the national average (63.3%) in the percentage of recent high school graduates who enroll directly in college.¹¹ However, even with this improvement, an examination of the percentage of 18- to 24-year-olds enrolled in college reveals that Louisiana (29.5%) still trails the national average (33.9%) ranking 45th among the states. Louisiana faces a serious deficit in graduating students from high school, rather than getting them to attend college once they graduate.

¹⁰ Editorial Projects in Education Research Center, June 2007: "What Does 'Ready' Mean?"

¹¹ NCHEMS.

The postsecondary community's engagement to support high school students' preparation and college readiness begins long before high school graduation. The Board of Regents and the institutions it represents are deeply engaged in helping students plan to attend college, as evidenced by several existing programs. The College Access Information Campaign, a two-year federally funded effort, informs students and parents of college opportunities and financial options, including the GO Grant, Louisiana's need-based aid program to assist Pell-eligible students with college expenses. The Regents' *Early Start* dual enrollment funding program was created to give high school students an early college experience and an opportunity to earn college credit. The Regents are committed to working aggressively to expand participation in *Early Start* and other dual enrollment initiatives with the objective of providing an opportunity for high school seniors to start college early. These efforts contribute to Louisiana's exceeding the nation in the percentage of recent high school graduates who enroll directly in college.

Activities

1. Sponsor campaign on importance of college participation;
2. Participate with the Louisiana Office of Student Financial Assistance (LOSFA) in College Goal Sunday;
3. Expand funding for GO Grants;
4. Develop a comprehensive strategy to strengthen coordination and investment in dual enrollment programs; and
5. Maximize the success of students receiving the TOPS scholarship.

Performance Measures

- Percentage of recent high school graduates enrolled in college;
- Enrollments in college during the summer or fall semester following high school graduation;
- Number of dual enrollment courses offered each year;
- Number of high school seniors enrolled in dual enrollment courses or Advanced Placement courses;
- Number of students on GO Grants; and
- Graduation rates of students on state scholarships.

Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs.

The growing relationship between postsecondary education credentials and the likelihood of earning a living wage demonstrates that lifelong learning is essential to keeping current with changing technology and opportunities. Yet, in 2008 only 4% of the State's working-age adults with no bachelor's degree were enrolled in any type of postsecondary education.¹² There is a large unmet need for adult postsecondary education efforts that target:

- Adults who lack basic literacy skills – arithmetic, reading, and writing;
- Adults with a high school diploma or GED, but with no college work;

¹² *Measuring Up*, 2008.

- Adults with some college work but no credential earned; and
- Adults with a college degree who need additional credentials, coursework, or skills for career advancement.

Basic Literacy

The first step toward strengthening the workforce lies in fostering basic literacy skills. Employers report that many job applicants are eliminated from consideration because they lack basic literacy and numeracy skills. The U.S. Census Bureau reports that 19.5% of Louisiana citizens over the age of 25 have not completed high school.¹³ Louisiana has about 600,000 adults age 18-64 who have less than a high school diploma. Perhaps more compelling than the number is the implication for the State's economy. Just over 50% of the State's population with less than a high school diploma participates in the workforce. While literacy and achievement of the high school equivalency are important goals, this population must have the opportunity to gain skills that allow it to survive and contribute to today's economy.

Adults in every community in Louisiana should have access to continuing adult education and literacy programs.¹⁴ The 2010 Louisiana Legislature transferred responsibility for adult education programs from the Board of Elementary and Secondary Education to the Board of Supervisors of the Louisiana Community and Technical College System. Through this action, Louisiana added work-readiness and employment to the more traditional adult education goal of literacy and high school equivalency diplomas. The addition of work readiness and employment goals has necessitated the redesign of delivery models for adult education in Louisiana. LCTCS has named this new design Work Ready U. Using a proven approach from the State of Washington known as Integrated Basic Education and Skills Training (IBEST), Work Ready U seeks to move adult education students into career and technical education programs that result in an initial postsecondary or industry-based credential and into a job at a living wage.

College Access – *Recruit Back* Nontraditional Students

Adult students need options and flexibility in course and program delivery, whether they are acquiring basic skills, pursuing conventional degrees, earning professional credentials, or updating their knowledge in order to continue working. The Board of Regents' Center for Adult Learning in Louisiana (CALL) addresses these needs in a variety of ways, including relevant student support services, increased opportunity for awarding credit for prior learning, and accelerated or *fast track* degree program options.

CALL was authorized by the Board of Regents in 2008. The Center initiative now includes ten public postsecondary institution members. The first accelerated, online programs were offered in fall 2007. Today, CALL includes twenty degree programs which share four essential attributes:

1. 100% online course and program offerings;
2. Majority of courses accelerated or compressed – 4-week or 8-week courses;

¹³ U.S. Census Bureau, 2008 ACS Table 51501.

¹⁴ 2005 Adult Learning Task Force, Report to the Governor.

3. Support services appropriate for remote adult learners; and
4. Availability of some form of prior learning assessment, especially portfolio evaluation.

Through its efforts at member campuses, CALL targets Louisiana adults with a high school credential and no college (an estimated 994,399), those adults with some college but no credential (an estimated 626,308), and those adults with degrees seeking retraining or courses for career advancement. Since fall 2007, thousands of adults have returned to college through CALL. Additional information on the CALL initiative can be found on its website (<http://www.yourcallla.org>).

Universal Access to Broadband Internet Connectivity

Access to high-speed internet connections is critical to developing economic competitiveness. Closing the digital divide has been shown to increase computer literacy among rural populations and improve the general well-being of the citizenry. The extension of affordable broadband access across the State, particularly into underserved rural communities, allows more citizens to pursue educational opportunities and connect to worldwide information networks.

The Board of Regents will investigate additional partnerships to pursue opportunities for online educational projects. With the resources of the Louisiana Optical Network Initiative (LONI) and its member postsecondary institutions, the Regents and the institutions are poised to further contribute to these initiatives.

Activities

1. Work with LCTCS to market and expand Work Ready U;
2. Expand program offerings through CALL;
3. Collaborate with State agencies and other partners to recruit adults back to school;
4. Expand participation of adults in GO Grant and other financial opportunities; and
5. Expand broadband access to rural populations.

Performance Measures

- Number of students enrolled in adult basic education programs;
- Number of GEDs awarded each year, by region, to students age 25-44;
- Number of adults (age 25 or older) enrolled in postsecondary courses;
- Number of accelerated (fast-track) degree programs offered through CALL, and growth in the number of students enrolled; and
- Number of rural parishes/communities with broadband access.

Objective 1-4: Improve postsecondary persistence/retention rates. (1st to 2nd Year and 1st to 3rd Year).

Students must not just enroll, but *remain* in college to earn a degree or certificate. Retention rates traditionally measure the percentage of first-time full-time students in an entering class (freshman cohort) who return the following year. Over the past decade, the percentage of

freshmen at four-year colleges and universities returning for their sophomore year has increased substantially, making Louisiana one of the fastest improving states on this measure.¹⁵ While first-to-second year retention rates are strong, particularly among Louisiana's four-year institutions (72.3% in the same institution, and 80.8% within the public postsecondary system in 2009-2010), completion rates are weak. First-to-second year retention rates at the two-year colleges have remained somewhat steady (approximately 60%). This must change in order to reach the SREB average of adult educational attainment by 2025.

To raise graduation rates, four-year institutions must strengthen student persistence from the first to third year in addition to the standard first-to-second year measure. The first-to-third year metric also provides an intermediate measure of the State's performance in moving toward increasing its overall educational attainment. Because most Louisiana Technical College (LTC) programs are less than two years in length, LTC's challenge is to increase the fall-to-spring retention rates of first-time full-time students enrolled in programs designed to last a year or more.

Management boards and their institutions will pursue local retention initiatives and individual goals to contribute to State and system success in reaching the SREB average of adult educational attainment by 2025.

Activities

1. Identify and work with campuses and systems to implement best retention practices;
2. Require campuses to develop, implement and report on student academic early warning systems;
3. Require campuses to develop and report on retention/graduation plans;
4. Seek funding for retention scholarships; and
5. Develop student transcript analysis and degree auditing systems in conjunction with higher education systems and campuses.

Performance Measures

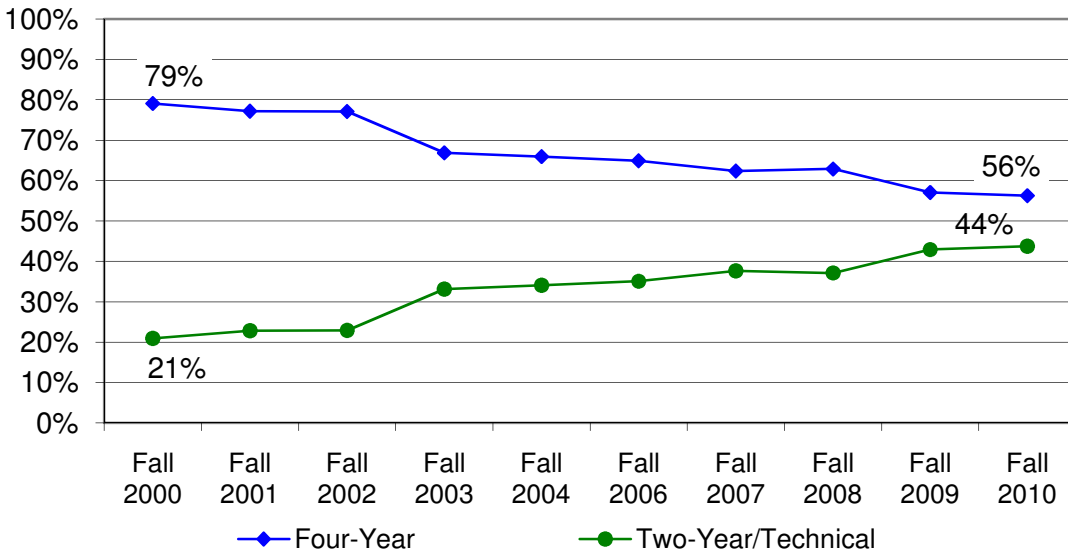
- Fall-to-spring semester retention rate: Louisiana Technical College;
- First-to-second year retention rates: two-year colleges, four-year universities, and statewide; and
- First-to-third year retention rates: four-year universities and statewide.

Objective 1-5: Increase graduation of transfer students.

In many states, two-year colleges are increasingly recognized as the entry point into postsecondary education for baccalaureate degree seekers. It is also increasingly common for students to change institutions once or more during the course of their college experience. Transfer students' progress and eventual graduation often depend on a smooth transition – access to information, advice, financial aid, courses needed, and credit for courses completed.

¹⁵ *Measuring Up*, 2008.

First-Time Freshman Enrollment Mix (Headcount) [1]



[1] Louisiana Technical College enrollment included beginning in 2003.

In fall 2010, 43.7% of Louisiana's first-time freshmen began at a two-year or technical college, compared to 21% a decade earlier. Nationally, community and technical colleges are an important initial point of access to higher education, providing the core education needed by many students seeking workforce training, an associate degree or preparing for transfer to four-year institutions. High-performing states have implemented policies to reward completion of the associate degree, particularly for students intending to transfer to baccalaureate degree-granting institutions. Louisiana's LT degree, with its *Transfer Degree Guarantee* of transfer of all 60 hours to any public state university and completion of the General Education block, provides a clearer path to the baccalaureate, easing the transfer process, student progression, and completion of an associate degree.

The Board of Regents will drive the process with the four postsecondary systems in accomplishing further development and full implementation of the Louisiana Transfer degree.

Activities

1. Sponsor transfer workshops for college administrators, instructors and transfer personnel;
2. Coordinate development of statewide tracks for the baccalaureate degrees students tend to choose;
3. Monitor clarity and accuracy of website information, offering training as needed; and
4. Analyze data on enrollments, graduates, and success (persistence and graduation) after transfer.

Performance Measures

- Number of students declaring an AALT/ASLT major;
- Number of students graduating with an AALT/ASLT degree;

- Number of AALT/ASLT graduates who enroll in a university after earning the degree;
- Number of students graduating with any associate degree; and
- Graduation rate of baccalaureate candidates who began at two-year colleges.

Objective 1-6: Increase the rate and number of students earning a postsecondary credential.

Since the early 1990s, the percentage of Louisiana's fall first-time full-time college students earning a baccalaureate degree from that institution within six years of enrolling in college (its graduation rate) has increased from 33% to 42%. Even with this improvement, however, the State's current performance on this measure remains low relative to other states, fourteen of which enjoy rates in excess of 60%.¹⁶

Modest increases in graduate rates and degree production are projected through 2015 as the State migrates to more selective university admission standards and develops its community colleges. The number of degrees/certificates awarded each year is the best measure of the State's progress toward the goal of reaching the SREB average of adult educational attainment. Given the projected declines in high school graduates, the goal of increasing overall degree and certificate production is ambitious but absolutely critical given the extreme need for a skilled, educated workforce. As previously mentioned, utilizing the NCHEMS model, Louisiana will have to produce an additional 2,603 credentials per year from 2016 through 2025 (7.23% annual growth) to reach the SREB average for adult educational attainment by 2025. Therefore, the postsecondary education community will have to become much more aggressive to reach this goal.

Activities

1. Sponsor student success and enrollment management workshops for college administrators, instructors and personnel responsible for admissions, enrollment, and transfer;
2. Coordinate development of statewide academic pathways for the baccalaureate degrees students tend to choose; and
3. Analyze data on enrollments, graduates, and success (persistence and graduation) after transfer.

Performance Measures

- Graduation rates (two-year colleges, four-year universities, and statewide);
- Number of degrees/certificates awarded annually (statewide); and
- Award productivity: ratio of graduates to enrollment.

¹⁶ *Measuring Up, 2008.*

Objective 1-7: Develop a skilled workforce to support an expanding economy.

Building and sustaining a 21st century economy for Louisiana requires continuing workforce development at all levels, from adult basic education to advanced graduate and professional training. Louisiana's postsecondary education programs and policies must address the needs of all citizens through a system that produces graduates who strengthen economic and social vitality, upgrade the overall quality of life, and attract high-quality, high-impact business and industry to the State.

The PK-20 and higher education communities have joined with workforce and economic development organizations to emphasize the importance of acquiring knowledge and skills – both initial credentialing and lifelong learning – needed for economic security and an improved quality of life. At the same time, employers have a significant role to play. Without action to upgrade the skills and knowledge of employees, companies will have trouble remaining competitive and Louisiana will have difficulty attracting new business and industry.¹⁷

By raising expectations for initial employment and by providing access to formal education programs for both basic and advanced skills, employers reinforce the message that lifelong learning matters. To that end, employers across the State, beginning with the State itself, will be urged to require evidence of workplace readiness (a *Career Readiness Certificate*, Industry-based Certification or college credential) as a condition of employment.

Activities

1. Promote the *Career Readiness Certificate* as a demonstrated measure of career readiness and as a condition of employment;
2. Work with the Department of Civil Service and higher education systems to require evidence of workplace readiness as a condition of employment; and
3. Provide work-ready assessments at the State's community colleges.

Performance Measures

- Number of high school students with dual enrollment in career/technical skills courses;
- Number of Career Readiness Certificates awarded each year, statewide and by region, to individuals age 16-24 and 25-44; and
- Number of agencies requiring work-ready credentials as a condition of employment.

¹⁷ ACT. *Reading Between the Lines – What the ACT Reveals About College Readiness in Reading*, 2006.

CHAPTER 3

Goal 2

FOSTER INNOVATION THROUGH RESEARCH IN SCIENCE AND TECHNOLOGY IN LOUISIANA

To capitalize on Louisiana's existing research strengths and plan strategically for future investment, the Board of Regents, systems and campuses have adopted the Fostering Innovation through Research in Science and Technology in Louisiana (FIRST Louisiana) statewide science and technology plan (<http://web.laregents.org/program-evaluations/state-st-plan/>). This plan offers context for institutional planning and provides the foundation for a targeted statewide approach to research, development and innovation. The plan has been recommended by senior research leaders at major research universities in the State, presented to the Louisiana Innovation Council¹⁸ and unanimously approved by the Board of Regents.

The plan is guided by a vision that considers higher education, in collaboration with other partners, to be a principal leader in driving the State's dynamic innovation economy through the advancement of science and technology research. The plan evolves from a simple premise: the basic and applied sciences lay the foundation for targeted and sustained innovation. Included are strategies for enhanced national competitiveness in translational research domains that relate both to the enabling science areas and to state and federal priorities such as energy, the environment, biomedicine, agriculture, and the digital world. Strategies are also identified to enhance the competitiveness of existing industries within the State and to foster the growth of new and emerging industry sectors in collaboration with the Louisiana Innovation Council. The inclusion of metrics related to FIRST Louisiana in the GRAD Act recognizes the importance of science and technology research to the advancement of knowledge and to Louisiana's economic development.

FIRST Louisiana has identified seven core industry sectors to drive research activity and economic development in Louisiana, each of which aligns, often in multifaceted ways, with the Louisiana Department of Economic Development's Blue Ocean targeted industry sectors. The following list provides FIRST Louisiana core industry sectors with related Blue Ocean sectors in parentheses:

- Petrochemical (ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery);
- Energy & Environmental (next-generation automotive; energy efficiency; renewable energy; nuclear power; water management; ultra-deep water oil & gas; unconventional natural gas; enhanced oil recovery);
- Transport, Construction & Manufacturing (next-generation automotive; pharmaceutical manufacturing; renewable energy; nuclear power; water management);

¹⁸ Governor Bobby Jindal created the Louisiana Innovation Council by Executive Order in 2009 to formulate a State strategy for innovation. Its diverse membership includes government officials, educators, top entrepreneurs and community leaders.

- Information Technology & Services (digital media/software development);
- Arts & Media (digital media/software development);
- Agriculture & Wood Products (water management; renewable energy); and
- Health Care (Specialty research hospital; obesity/diabetes research and treatment; pharmaceutical manufacturing; digital media/software development: health care IT).

The objectives below are designed to attain broad and targeted goals of the FIRST Louisiana plan.

Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.

Core foundational areas identified in FIRST Louisiana include the physical sciences, engineering, mathematics, computational sciences, earth sciences, agricultural sciences, biological sciences, biomedical sciences and the social, behavioral and economic sciences.

The essential prerequisite to sustaining world-class research in these disciplines is recruitment and retention of high-quality faculty and maintenance of competitive infrastructure.

Activities

1. Recruit, cultivate, and retain research talent in the foundational sciences;
2. Develop and maintain cutting-edge infrastructure and facilities for fundamental science and technology research; and
3. Articulate campus science and technology research priorities with the foundational sciences identified in the FIRST Louisiana plan.

Performance Measures

- Number of faculty researchers in the foundational sciences;
- Dollar value of investments in science and technology research at campus and State levels; and
- Number of peer-reviewed outcomes (e.g., grants, articles) and value (in-cash and in-kind) of industrial support.

Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.

Major science and technology research advancements are increasingly rooted in collaborations across disciplinary and institutional boundaries. Over the last decade, Louisiana has supported numerous endeavors, such as the Louisiana Optical Network Initiative, the Cancer Research Consortium and Louisiana EPSCoR, that capitalize on the talents and infrastructure across departments and campuses. Louisiana should maintain and grow these and comparable collaborative research efforts to maximize investments and maintain competitiveness.

Activities

1. Address multi-disciplinary and multi-institutional collaborations in campus research plans;
2. Build infrastructure and faculty in areas related to strengths in collaborative science and technology research; and
3. Encourage the establishment of one or more federally funded centers of excellence in priority research areas.

Performance Measures

- Number of collaborative research activities and amount of internal and external funding across participating disciplines and campuses;
- Number of shared facilities and resources related to collaborative research; and
- Number of successful proposals submitted to federal research center programs.

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.

FIRST Louisiana and the Blue Ocean initiative have identified core and emerging industry sectors in Louisiana that are ripe for investment and university involvement. Leveraging and building upon statewide research and development resources in these areas are of strategic importance to developing innovative translational research domains and enhancing the competitiveness of Louisiana's core industry sectors.

Activities

1. Foster networking and strategic collaborations between higher education, government, and Louisiana's existing and prospective high-growth industry sectors;
2. Encourage targeted faculty to participate in innovative entrepreneurial activities;
3. Build capacity in areas of competitive advantage and target niches which align with campus and State research priorities; and
4. Develop and implement a State-level policy for addressing issues related to research commercialization, technology transfer, and ownership/transfer of intellectual property.

Performance Measures

- Amount of university/government/private-sector research and financial partnership;
- Number of entrepreneurship activities among targeted faculty, including participation in SBIR/STTR grants, start-up companies, industrial partnerships, and patents/licenses;
- Amount of aligned investment of State and campus resources in areas of high potential for research commercialization; and
- Amount of university revenue generated from research commercialization, technology transfer and intellectual property development.

Objective 2-4: Develop and periodically update campus-based plans for science and technology research.

To be eligible for Board of Regents Support Fund Research and Development and research-related Endowed Chairs funding, each public and independent campus with more than two doctoral programs will establish and periodically update evolving research plans in relation to FIRST Louisiana, linking strategic investments in the FIRST Louisiana framework with performance and assessment.

Activities

1. Develop and disseminate, in collaboration with campus representatives, a format and timetable for campus submissions;
2. Develop campus-based strategic plans for science and technology research based on the format provided by the Board; and
3. Facilitate collaboration regarding plans across academia, government and the private sector.

Performance Measures

- Number of science and technology research plans submitted by affected public and independent campuses; and
- Comprehensive catalog of all submitted campus research plans on the Board's website.

Objective 2-5: Assess and encourage the articulation of statewide priorities for investment with campus research priorities and activities.

It is critical that targeted State and campus investments in science and technology research be mutually reinforcing.

Activities

1. Review campus plans and reports at meetings of the Master Plan Research Advisory Committee¹⁹ and recommend to the Board statewide priorities for investment; and
2. Explore prospects for targeted science and technology research commercialization through cyclical external reviews.

Performance Measures

- Demonstrated alignment of State and external science and technology research funding with identified campus and statewide science and technology research priorities; and
- Number of science and technology research commercialization outcomes (e.g., patents, licenses, startups, spin-off businesses).

¹⁹ To include representatives from affected systems, government, industry, and the Board of Regents staff.

Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.

The availability of relevant, up-to-date information related to science and technology research activities is necessary to enhance collaboration within and across campuses, and among academia, government and industry.

Activities

1. Help to establish a statewide research commercialization data bank;
2. Disseminate targeted information through diverse approaches including a web-based data access system; and
3. Establish a data bank task force composed primarily of research campus representatives, which reports regularly to the Master Plan Research Advisory Committee and periodically to the Innovation Council.

Performance Measures

- Return rate of requested data (campus strengths and priorities, patents, licenses, start-ups, etc.); and
- Rate of data bank use and related outcomes.

CHAPTER 4

Goal 3

ACHIEVE GREATER ACCOUNTABILITY, EFFICIENCY AND EFFECTIVENESS IN THE POSTSECONDARY EDUCATION SYSTEM

Increased accountability is a common thread which undergirds every element of this Master Plan. Through its clearly defined goals and the related activities and performance metrics, the Plan assures that its success will be monitored, measured, and reported throughout its implementation. A comprehensive listing of all the measures the Board of Regents will monitor in pursuit of the Master Plan's goals appears in Appendix E. At the same time that the postsecondary education system is rededicating itself to improved performance and increased productivity, the State of Louisiana faces substantial budget challenges that force a comprehensive review of all State services through a lens of efficiency and effectiveness.

While fiscal savings will be experienced from improvements in accountability, student success and institutional success are the ultimate outcome of this goal. All State-level higher education coordinating and governing agencies have to determine what practices best utilize State resources and optimize desired outcomes. Remaining focused on the 'mission critical' aspects for higher education is essential.

With that in mind, mission critical for Louisiana higher education must be providing a well educated and educationally credentialed workforce aligned with Louisiana's current and future economy.

The following objectives seek to maximize the development of a productive citizenry:

Objective 3-1: Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the workforce needs of the State.

While a well-developed performance funding formula was approved by the Board of Regents in March 2011, it is important that the funding formula be enhanced and improved over time to assure that campus priorities emphasize the credentialing of Louisiana citizens in academic programs that address the needs of business and industry.

Activities

1. Review the impact of the existing performance funding formula on campuses and revise as needed to maximize accountability and equitable distribution;
2. Assure that the funding formula appropriately rewards institutions based upon successes related to their role, scope and mission; and
3. Develop mechanisms within the performance funding formula to buffer institutions from steep reductions in State support, while at the same time rewarding institutions for strong performance.

Performance Measures

- Demonstrated alignment of the performance funding metric to institutional roles, scopes and missions;
- Increases in student success measures of retention and degree completion; and
- Increases in Louisianans receiving credentials at all degree levels from Louisiana institutions.

Objective 3-2: Serve as the definitive source of information on higher education in Louisiana.

As accountability has become an important priority in higher education over the past few years, it has become evident that the BoR must increase its focus on measuring and monitoring student and institutional success.

Activities

1. Redirect personnel resources at the Board of Regents for the purpose of increasing the number of staff who are conducting higher education research;
2. Develop an accountability unit at the BoR responsible for monitoring institutional success;
3. Review the current data collection processes and data sets and revise to improve efficiency and transparency in reporting;
4. Redesign the BoR's webpage so that accountability information for the campuses and Louisiana higher education as a whole is readily accessible and easy to understand;
5. Expand reporting documents to include more information on employment outcomes and faculty productivity;
6. Enable campus research professionals to utilize the State data systems for studying student success issues; and
7. Upgrade the software applications for data management and statistical exploration capabilities of BoR staff.

Performance Measures

- Increase in research staff;
- Evidence of systemic review of the BoR data systems and revisions where appropriate;
- Expanded reporting using State databases; and
- Web-accessible, user-friendly accountability resources.

Objective 3-3: Review academic programs and eliminate, as appropriate, programs that are low-performing and/or duplicative.

Low completer reviews have occurred sporadically in Louisiana since the 1980's. A systemic commitment to continuous review of academic program viability, workforce alignment, quality and duplicative programs has not taken place.

Activities

1. Establish an annual timeline for continuous review of academic programs;
2. Establish appropriate performance thresholds for degree production by discipline;
3. Collect and disseminate licensure pass rates for programs for which licensure is a prerequisite for professional employment; and
4. Collect program-specific accreditation information.

Performance Measures

- Annual report on academic program productivity and quality;
- Availability of program success rate information to the public; and
- Increase in graduates.

Objective 3-4: Create a more balanced enrollment mix between two-year and four-year institutions.

Since inception of LCTCS, it has been a goal to greatly increase the number of students enrolled in two-year institutions, aspiring to reach the SREB enrollment mix at community colleges and four-year universities.

Activities

1. Increase in the minimum admission standards at public universities in 2012 and 2014;
2. Redirect students not meeting admission standards to community colleges;
3. Refer students needing remediation to community colleges;
4. Expand articulation agreements such as the Louisiana Transfer Degree, which allows students seamless access to the full menu of postsecondary offerings; and
5. Expand financial aid opportunities for transfer students.

Performance Measures

- Enrollment by institution type (two-year and four-year);
- Completions of diplomas, certificates, associate and baccalaureate degrees;
- Number of transfer students; and
- Increased entrance scores of university entering freshmen.

Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.

When introducing new learning methodologies into higher education, it is important to determine their efficacy.

Activities

1. Assess the effectiveness of developmental education courses by assessing students exiting the developmental education sequence;

2. Assess success in teacher education instruction by the results of the value-added system or related measures;
3. Encourage establishment of admission criteria for academic programs;
4. Encourage assessment of student outcomes by making available for research purposes the State student databases;
5. Encourage the use of common outcome assessments for courses and programs;
6. Report annual GRAD Act institutional performance outcomes on the BoR website;
7. Recognize institutions for improvement; and
8. Annually promote the sharing of best practices in student success among Louisiana higher education institutions.

Performance Measures

- Increased student success; and
- Improved instruction.

CHAPTER 5

A FINAL NOTE

It is the commitment to implementation that makes any plan a reality. It is crucial that the staffs of the Board of Regents, management boards, community colleges and universities all play their part in achieving the aspirations espoused in this Plan. The development of a more educated and more skilled workforce will enable Louisiana to successfully transition into modern economic businesses and industries. An emphasis on research that is related to the economy will help shape Louisiana's future.

Expanding access to higher education has been a mantra for the State for several decades; expanded access has been achieved. Louisiana's future is dependent on access to success. Success in increasing the number of Louisiana residents who have postsecondary credentials is mission critical to the State's future.

APPENDIX A

CONCEPTUAL FRAMEWORK OF PERFORMANCE-BASED FORMULA

ANNUAL REPORT ON THE POSTSECONDARY FUNDING FORMULA

Constitutional Authority

The Board of Regents is required by the Louisiana Constitution (Article VII, Section 5 [D][4]) to develop a funding formula as a component of the Master Plan for Public Postsecondary Education:

“At a minimum, the plan shall include a formula for equitable distribution of funds to the institutions of postsecondary education.”

During the regular legislative session of 2010, Senator Lydia Jackson passed Act 899 that stated the following:

Beginning with Fiscal Year 2011-12, such formula for the ensuing year shall be annually reported to the Senate Committee on Education, the Senate Committee on Finance, the House Committee on Education, and the House Committee on Appropriations, not later than March fifteenth of each year.

Public Policy

The Louisiana Constitution charges the Board of Regents with the responsibility for developing a mechanism for funding requests and distribution to Louisiana’s public postsecondary education institutions. The formula has been designed to reflect a philosophy of what is important in education along with financial support for its educational institutions. Through each iteration, the formula has been refined to encourage and respond to certain performances within those entities funded through it.

The annual funding request, backed by the formula, is designed to provide adequate funding support to meet the financial and educational needs of the campuses, if funded. The *formula* factors or elements are used together to produce the funding request. Traditionally, the only factor clearly rewarded in the formula was enrollment, which heavily impacted the amount of funding designated for a campus. But because campuses, systems, and the Regents collectively understand that their obligations to meet the educational needs of students, their families and the state extend beyond merely *enrolling students* to include factors like progression, completion of academic or technical credentials, and even the types of education completed, the formula has been revised to require *performance* in fulfilling an institution’s role as a postsecondary education entity in addition to recognizing *costs*. The formula is designed to fund education, not simply enrollment.

Louisiana’s population has one of the lowest educational attainments of any state in the country, ranked 48th in the percentage of the adult population with an associate degree or higher in 2009. Research has demonstrated the relationship between the lack of education and a high

incidence of unemployment, crime, incarceration, illness, and other social and economic issues which both drain a state's resources and lower the overall quality of life of its citizens. It is through higher educational attainment that Louisiana can reverse these troubling trends.

The State will not achieve significant gains in the educational attainment of its citizenry without targeting funding to performance-based policies designed to increase education attainment. Rather than being merely a mechanism for campus funding based on enrollment, the formula has evolved to be an applied philosophy of accountability and performance, to ensure that the funds are spent to educate our students and to move the State of Louisiana forward.

New Formula Approach

The recommended changes to the FY 11-12 formula funding model are being made to improve the formula. The proposed changes provide separate formula calculations for the two-year and four-year institutions, simplify the formula, and align the performance metrics to the GRAD Act, the State's public policy agenda. It also makes the cost model more closely track current best practices for cost funding recommendations. Transparency and simplification of the performance metrics will be achieved by aligning the performance component of the funding formula with the GRAD Act student success metrics. Louisiana's postsecondary institutions must be able to predict future funding based on performance expectations and adjust their operations appropriately. Consistency in the performance measures and the application of the formula is critical to the overall success of this fiscal policy driver.

Historical Perspective

Act 1465 of 1997 set performance-based budgeting requirements for all State agencies and allowed funding to be linked to performance. In response, the Board of Regents required all institutions to report on four core objectives and set goals for those objectives: total enrollment, minority enrollment, retention (campus and statewide) and graduation rates. The Board of Regents' Master Plan for Public Postsecondary Education: 2001 included as its general goals to increase opportunities for student access and success, ensure quality and accountability, and enhance services to communities and the State. From this broad base, the core objectives and goals were expanded to include increasing total and minority enrollment, retention rates, graduation rates, adult literacy, student satisfaction, accredited programs and research outcomes, plus decreasing the need for developmental courses at baccalaureate institutions. Explicit contributing goals for each system and/or institution were not set.

As a result, the 2001 Master Plan established a funding formula with three main components: a core funding component, a quality improvement component and a performance incentive component. A few limited special programs were funded outside of the formula. Unfortunately, only the core component ever received funding. The core component was designed to provide equitable funding for institutions, to ensure that those institutions with similar missions and enrollments were funded similarly. A simplified calculation, it used average regional peer funding levels per full-time equivalency (FTE) to set a funding target for each institution in Louisiana. The quality improvement component was designed to direct new resources to institutions for programs of regional and national eminence, particularly those in the areas of workforce and economic development. The performance incentive component was to tie new funding to high performance and institutional improvement. Such activities as

controlling student charges, increasing student achievement, program accreditation, faculty salaries and regional relevance were to be rewarded. While data were not nuanced enough to account for the wide variety of factors that affect the costs to educate students, this formula attempted to narrow some of the category ranges by using appropriate Southern Regional Education Board (SREB) peer quartile placement instead of full SREB category comparisons.

In 2005, the Board of Regents started work on a revision of the Master Plan for Public Higher Education. The staff of the Board of Regents, in conjunction with the four postsecondary education management systems and a Master Plan Formula Workgroup, studied possible revisions to this formula over the time period 2005 to 2008. A master list of participants numbering over fifty (50) individuals represented entities like: the Board of Regents (BoR), postsecondary systems, campus presidents and chief financial officers (CFOs), Senate Finance Committee, Legislative Fiscal Office, Governor's office, Baton Rouge Area Chamber (BRAC), Public Affairs Research Council (PAR), Louisiana Association of Business and Industry (LABI), and several nationally respected consultants. These representatives attended many meetings to discuss statewide strategy and the impacts that the model would have on the institutions. This work was delayed early on because of the effects of Hurricanes Katrina and Rita. Most of the work of the Master Plan Formula Workgroup was completed in 2007.

The subsequent Master Plan Formula Workgroup recommendation was that the formula be revised to accomplish the following statewide policy objectives:

- Focus existing and new dollars on performance and results;
- Make the formula more sensitive to missions of institutions, recognizing different program costs in different settings; and
- Make cost metric values in the formula analysis more precise and current.

Prior Formula

For many years, much time and effort from numerous individuals went into the development of the formula models. They evolved from easily understood, simplistic approaches to more complex models.

Fiscal Year 2008-09 was the first of a three-year phase-in for the formula developed from the work of the Master Plan Formula Workgroup. In June 2010, revisions were made to that formula and approved by the Board of Regents. While including elements of the previous formula, the current formula is more focused on the "rewarding" of performance. The revisions shifted a large portion (25%) of the institutions' State funding to a performance model with allocations driven by many newly developed metrics. The percentage that is performance-based is one of the largest in the nation and, while a phase-in was envisioned in the design, no phase-in was applied in implementation. The cost component of the funding formula, which was built on solid policy-driven calculations based on best practices used in other states, was reduced to 75% of the total funding. This formula was developed to give Louisiana a performance-based model that focuses on results, increasing numbers of degrees and certificates awarded, increasing research activity, and addressing workforce and economic development needs.

As with the previous formula, the current model fulfills several of the goals of best practices for funding formulas. Consistent funding and persistent use of the formula would allow institutions to predict their revenue streams based on campus performance improvements and budget with a greater level of certainty.

Louisiana's current performance-based formula distribution (FY09-10) was developed to incentivize student success, transfer and articulation, workforce competitiveness and economic development. To measure student success, the formula uses the following metrics: completers at all levels; completers aged twenty-five (25) and older; completers from underserved racial-ethnic groups; and completers who are economically disadvantaged. Both sending and receiving institutions are also rewarded for student transfer with associate degrees or those with thirty (30) hours or more. Completers in science, technology, engineering, mathematics (STEM), and medical fields as well as matching funds for externally sponsored research are the metrics used to incentivize workforce competitiveness and economic development. Last year, these metrics were applied to provide performance incentives for each institution based on its individual role, scope, and mission.

As with the previous formula, the current model fulfills several of the goals of best practices for funding formulas. However, consistent funding and persistent use of the formula would allow institutions to predict their revenue streams based on campus performance improvements and budget with a greater level of certainty.

2011-12 Formula

The Louisiana Granting Resources and Autonomy for Diplomas Act (GRAD Act) is major postsecondary public agenda-setting legislation that will shape the funding formula. The GRAD Act (Act 741) was approved by the legislature in the regular session of 2010. The law directs alignment of the funding formula with the performance metrics that are included within the GRAD Act. The following changes to the funding formula were presented to the Board of Regents for consideration and approved at their March 23rd, 2011 meeting.

1. Set two-year and four-year institutions equidistant from their respective peer groups.

The proposed performance formula for FY 11-12 retains the two major components of the formula, the cost component and the performance component with modifications to each. It also separates the formula into two-year and four-year distribution models. As a first step to the annual budget request, an analysis will be conducted to determine the distance of two-year institutions and four-year institutions from their respective SREB peers, taking into consideration the total amount of State general funds for formula institutions. This process will ensure that each group of institutions is equidistant from its SREB peer group.

2. Performance funds will be aligned with GRAD Act student success targets.

All performance funds will be tied directly to each campus' GRAD Act targeted student success metrics. Coupled with 10% tuition increase authority, each campus will have roughly 25% of its annual total operation budget allocated based on reaching its GRAD Act student success targets. This allows each campus to compete directly against

itself based on its established performance goals. An added benefit is that use of the GRAD Act provides consistent measures of performance based on campus six-year agreements.

3. End-of-Course Counts will be used to drive cost calculations.

The cost portion of the formula funding model will be run for the two-year and four-year institutions separately. The only change to the cost portion of the formula is to calculate costs based on end-of-course student credit hour counts rather than 14th class day counts, thus rewarding course completers, not enrollment, through the formula. The only exception is that the Louisiana Technical College student credit hour counts will continue to be 14th class day counts. This initial exception is being allowed to recognize the unique enrollment and persistence patterns of technical college students. In general, end-of-course counts are being used for the cost funding recommendation because they provide a stronger measure of campus productivity.

4. Hold harmless metric to establish maximum annual funding loss.

Formula funding recommendations will be used to allocate funds to the respective management boards per constitutional requirements after the legislative process is complete and the total appropriations to postsecondary education are known. To provide equity in the distribution of the cost-based funding component of the formula, a hold harmless metric will be established to mitigate budget cuts for institutions, if needed, to establish a maximum loss for impacted institutions in a single fiscal year.

The recommended changes to the formula funding model are being made to both simplify the performance metrics and make the cost model more closely track current best practices for cost funding recommendations. In order to assess the impact of the postsecondary formula funding model on driving public policy objectives, the formula methodology must be set and used for the next three to five years without major changes. Louisiana's postsecondary institutions must be able to predict future funding based on performance expectations and adjust their operations appropriately. Consistency in the performance measures and the application of the formula is critical to the overall success of this fiscal policy driver.

APPENDIX B

BOARD OF REGENTS' LEADERSHIP AGENDA 2011-12

The Board of Regents believes that high-quality postsecondary education is necessary to improve both the social and economic environment in which Louisiana citizens live. Yet, by any standards, our educational attainment is critically low when compared to our sister states. Low educational attainment endangers Louisiana's ability to remain competitive and relevant in a knowledge-based, global economy. Simultaneously, we are faced with a substantial budget challenge that forces a comprehensive review of all State services through a lens of efficiency and effectiveness. To accomplish our goals we must focus on a list of priorities as our agenda. In that spirit, Regents shall (in no particular order):

- **Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the work-force needs of the State.**
- **Complete a thorough review of all academic programs and eliminate, as appropriate, programs that are low-performing and duplicative.**
- **Develop and support autonomies that allow colleges and universities to manage their costs and demonstrate reductions in administrative overhead while at the same time, striking a reasonable balance between State and student support.**
- **Deliver services more efficiently by streamlining current business models and encouraging creative partnerships among institutions and systems.**
- **Support a flagship institution for Louisiana that is nationally competitive.**
- **Encourage our statewide universities to engage in targeted, innovative research.**
- **Assist our four-year regional universities in not only providing excellent general education, but also identifying a limited range of high-quality undergraduate degree programs in which to specialize.**
- **Enhance our developing community and technical college system so that it meets the workforce needs identified by Louisiana's employers at both the State and regional levels.**
- **Create a more balanced enrollment mix between two-year and four-year institutions through**
 - a.) **Increases in the minimum admissions standards as scheduled in 2012;**
 - b.) **Expansion of articulation agreements such as the Statewide Transfer Degree that allows students seamless access to the full menu of postsecondary offerings.**
- **Prioritize affordability so that appropriate financial aid measures can be provided for students to continue to promote their access to postsecondary education.**
- **Encourage distance learning and virtual education to maximize program offerings to students while reducing costs.**

- **Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.**

APPENDIX C

REGIONAL DISTRIBUTION OF UNDERGRADUATE AWARDS NECESSARY TO MEET EDUCATIONAL GOALS

Additional Awards Needed After Meeting GRAD Act Completer Goals												
Region of Inst	Cert/Diploma		Associate		Bacc/Post-Bacc		Total Undergrads		Cert/ Diploma	Associate	Bacc/ Post- Bacc	Total Undergrads
New Orleans (1)	10%	3,120	28%	10,923	10%	7,241	13%	18,168	57	199	132	330
Baton Rouge (2)	22%	6,981	12%	4,611	41%	29,620	33%	47,478	127	84	539	863
Houma (3)	3%	1,061	5%	2,037	5%	3,411	5%	6,509	19	37	62	118
Lafayette (4)	24%	7,650	12%	4,653	12%	8,609	14%	21,273	139	85	157	369
Lake Charles (5)	7%	2,108	9%	3,639	6%	4,138	6%	9,218	38	66	75	168
Alexandria (6)	8%	2,557	4%	1,417	1%	582	3%	3,665	46	26	11	67
Shreveport (7)	18%	5,817	27%	10,613	20%	14,557	21%	29,902	106	193	265	544
Monroe (8)	8%	2,417	4%	1,537	5%	3,839	6%	7,923	44	28	70	144
GRAND TOTAL	100%	31,711	100%	39,429	100%	71,997	100%	143,137	577	717	1,309	2,602

APPENDIX D

SREB CLASSIFICATION OF INSTITUTIONS

SREB-State Data Exchange Definitions of Institutional Categories

Throughout its 41-year history, the SREB-State Data Exchange has recognized the importance of reporting statistical comparisons by institutional category – unlike most other statistical reports, even today. States have very different mixes of types of institutions, and statewide aggregate comparisons always should be interpreted cautiously.

Designed to be used for interstate statistical comparisons, the SREB system for categorizing postsecondary education institutions is based on several factors relevant to determining resource requirements. Institutions are classified based on size (number of degrees or full-time-equivalent enrollment), role (types of degrees), breadth of program offerings (number of program areas in which degrees are granted), and comprehensiveness (distribution of degrees across program areas). The SREB classifications do not take into account other factors relevant to determining resource requirements, such as cost differences among programs or externally funded research.

The SREB-State Data Exchange also recognizes that different categorization schemes may serve different purposes. Many states use peer-group comparisons for purposes other than interstate statistical comparisons. For example, many funding formulas for higher education incorporate peer-group comparison. The SREB-State Data Exchange assists states in analyzing alternate peer groups by making the by-college data from the Data Exchange survey available through an online data library. SREB publications show results using the categories listed in this section.

Institutions are assigned to categories using data on program completions from the previous academic year – or, for two-year colleges and technical institutes or colleges, using data on estimated full-time-equivalent enrollment for the current academic year. To keep the statistical comparison groups relatively stable over time, institutions change categories when they meet the criteria for another category for the third consecutive year.

Four-Year Universities and Colleges

<u>Category / (code)</u>	<u>Definition</u>
Four-Year 1 (1)	Institutions awarding at least 100 doctoral degrees that are distributed among at least 10 CIP categories (two-digit classification) with no more than 50 percent in any one category.
Four-Year 2 (2)	Institutions awarding at least 30 doctoral degrees that are distributed among at least 5 CIP categories (two-digit classification).
Four-Year 3 (3)	Institutions awarding at least 100 master's, education specialist, post-master's, or doctoral degrees – with master's, education specialist, and post-master's degrees distributed among at least 10 CIP categories (two-digit classification).
Four-Year 4 (4)	Institutions awarding at least 30 master's, education specialist, post-master's, or doctoral degrees – with master's, education specialist, and post-master's degrees distributed among at least 5 CIP categories (two-digit classification).
Four-Year 5 (5)	Institutions awarding at least 30 master's, education specialist, post-master's or doctoral degrees.
Four-Year 6	Institutions awarding at least 100 bachelor's degrees that are distributed among at least 5 CIP categories (2-digit classification) with bachelor's degrees being at least 30 percent of the total awards (including certificates) and awarding less than 30 master's, education specialist, post-master's or doctoral degrees.

Two-Year Colleges

<u>Category / (code)</u>	<u>Definition</u>
Two-Year with Bachelor's (7)	Institutions awarding primarily associate's degrees and offering college transfer courses; some bachelor's degrees also may be awarded.
Two-Year 1 (8)	Institutions awarding associate's degrees and offering college transfer courses, with FTE enrollment of 5,000 or more. Some certificates and diplomas also may be awarded.
Two-Year 2 (9)	Institutions awarding associate's degrees and offering college transfer courses with FTE enrollment of 2,000 to 4,999. Some certificates and diplomas also may be awarded.
Two-Year 3 (10)	Institutions awarding associate's degrees and offering college transfer courses, with FTE enrollment of less than 2,000. Some certificates and diplomas also may be awarded.

Technical Institutes or Colleges

<u>Category / (code)</u>	<u>Definition</u>
Technical Institute or College 1 (12)	Institutions awarding vocational-technical certificates and diplomas, with FTE enrollment of 1,000 or more. Some vocational-technical associate degrees also may be awarded.
Technical Institute or College 2 (13)	Institutions awarding vocational-technical certificates and diplomas, with FTE enrollment less than 1,000. Some vocational-technical associate degrees may also be awarded.
Technical Institute or College – Size unknown (14)	Institutions awarding vocational-technical certificates and diplomas whose FTE enrollment was not reported. Some vocational-technical associate degrees may also be awarded.

Specialized

Specialized (15)	Specialized Special purpose institutions with specialized degree programs. These may include medical or health science centers and, in some instances, fine arts schools or military academies.
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December 2010

Louisiana, 2010-2011

CATEGORY	INSTITUTION		
Four-Year 1	Louisiana State University & A&M College	Technical Institute or College 1	Sowela Technical Community College Acadiana Technical College <i>LA8</i> Capital Area Technical College <i>LA9</i> Central LA Technical College <i>LA10</i> Northeast Technical College <i>LA11</i> Northshore Tech. Comm. College <i>LA12</i> Northwest LA Technical College <i>LA13</i> Southcentral LA Technical College <i>LA14</i>
Four-Year 2	Louisiana Tech University University of Louisiana at Lafayette University of New Orleans		
Four-Year 3	Southeastern Louisiana University Southern University and A&M College at Baton Rouge University of Louisiana at Monroe		
Four-Year 4	Grambling State University Louisiana State in Shreveport McNeese State University Nicholls State University Northwestern State University Southern University at New Orleans	Technical Institute or College – 2 Specialized	L. E. Fletcher Technical Community College <i>LA15</i> Louisiana State Univ Health Sciences Center - New Orleans Louisiana State Univ Health Sciences Center - Shreveport
Two-Year w- Bachelor's	Louisiana State University at Alexandria <i>LA1</i>		
Two-Year 1	Delgado Community College <i>LA2</i> Baton Rouge Community College <i>LA3</i>		
Two-Year 2	Bossier Parish Community College Louisiana State University at Eunice		
Two-Year 3	Louisiana Delta Community College <i>LA4</i> Nunez Community College River Parishes Community College <i>LA5</i> South Louisiana Community College <i>LA6</i> Southern University in Shreveport <i>LA7</i>		

*LA1*¹ Met the criteria for Four-Year 6 in 2009-10 and 2010-11.

LA2 Now includes LTC Jefferson and West Jefferson campuses.

LA3 Reclassified: Met criteria for Two-Year 1 in 2008-09, 2009-10 and 2010-11.

LA4 Now includes LTC Tallulah campus.

LA5 Now includes LTC Ascension campus.

LA6 Reclassified: Met criteria for Two-Year 2 in 2008-09, 2009-10 and 2010-11.

LA7 Met criteria for Two-Year 2 in 2009-10 and 2010-11.

LA8 Includes LTC Acadian, C.B. Coreil, Evangeline, Gulf Area, Lafayette, T.H. Harris and Teche Area campuses.

LA9 Includes LTC Baton Rouge, Folkes, Jumonville Memorial and Westside campuses.

LA10 Includes LTC Alexandria, Avoyelles, Huey P. Long, Lamar-Salter, Morgan Smith, Oakdale and Shelby M. Jackson campuses.

LA12 Includes LTC Florida Parishes, Hammond Area and Sullivan campuses.

LA13 Includes LTC Mansfield, Nachitoches, Northwest Louisiana, Sabine Valley and Shreveport/Bossier campuses.

LA14 Includes LTC Laforuche, Rivers Parishes and Young Memorial campuses.

LA15 Met the criteria for Technical Institute or College 1 in 2009-10 and 2010-11

APPENDIX E

MASTER PLAN GOAL PERFORMANCE MEASURES

GOAL 1

INCREASE THE EDUCATIONAL ATTAINMENT OF THE STATE’S ADULT POPULATION TO THE SOUTHERN REGIONAL EDUCATION BOARD STATES’ AVERAGE BY 2025

Objective 1-1: Through collaboration with the Board of Elementary and Secondary Education (BESE), graduate more students from high school ready for college or career.

Performance Measures

- Number of students participating in LA GEAR UP;
- Percentage of high school graduates completing the LA Core-4 curriculum;
- Average ACT composite score of the high school graduating class;
- Number of industry-based certifications awarded to high school graduates;
- Number of students graduating with a *Silver* or *Gold* level Career Readiness Certificate;
- Number of students graduating with AP credits;
- Number of high school graduates; and
- Number of high school graduates requiring remedial education.

Objective 1-2: Increase the college-going rate of high school graduates.

Performance Measures

- Percentage of recent high school graduates enrolled in college;
- Enrollments in college during the summer or fall semester following high school graduation;
- Number of dual enrollment courses offered each year;
- Number of high school seniors enrolled in dual enrollment courses or Advanced Placement courses;
- Number of students on GO Grants; and
- Graduation rates of students on state scholarships.

Objective 1-3: Increase the number of adults age 25 and older enrolled in postsecondary education programs.

Performance Measures

- Number of students enrolled in adult basic education programs;
- Number of GEDs awarded each year, by region, to students age 25-44;
- Number of adults (age 25 or older) enrolled in postsecondary courses;

- Number of accelerated (fast-track) degree programs offered through CALL, and growth in the number of students enrolled;
- Number of rural parishes/communities with broadband access.

Objective 1-4: Improve postsecondary persistence/retention rates. (1st to 2nd Year and 1st to 3rd Year)

Performance Measures

- Number of students declaring an AALT/ASLT major;
- Number of students graduating with an AALT/ASLT degree;
- Number of AALT/ASLT graduates who enroll in a university after earning the degree;
- Number of students graduating with any associate degree; and
- Graduation rate of baccalaureate candidates who began at two-year colleges.

Objective 1-5: Increase graduation of transfer students.

Performance Measures

- Number of students declaring an AALT/ASLT major;
- Number of students graduating with an AALT/ASLT degree;
- Number of AALT/ASLT graduates who enroll in a university after earning the degree;
- Number of students graduating with any associate degree; and
- Graduation rate of baccalaureate candidates who began at two-year colleges.

Objective 1-6: Increase the rate and number of students earning a postsecondary credential.

Performance Measures

- Graduation rates (two-year colleges, four-year universities, and statewide);
- Number of degrees/certificates awarded annually (statewide); and
- Award productivity: ratio of graduates to enrollment.

Objective 1-7: Develop a skilled workforce to support an expanding economy.

Performance Measures

- Number of high school students with dual enrollment in career/technical skills courses;
- Number of Career Readiness Certificates awarded each year, statewide and by region, to individuals age 16-24 and 25-44; and
- Number of agencies requiring work-ready credentials as a condition of employment.

GOAL 2

FOSTER INNOVATION THROUGH RESEARCH IN SCIENCE AND TECHNOLOGY IN LOUISIANA

Objective 2-1: Maintain and build strength in foundational science and technology disciplines identified in FIRST Louisiana.

Performance Measures

- Number of faculty researchers in the foundational sciences;
- Dollar value of investments in science and technology research at campus and State levels; and
- Number of peer-reviewed outcomes (e.g., grants, articles) and value of industrial support.

Objective 2-2: Promote multidisciplinary and multi-institutional collaborative research efforts.

Performance Measures

- Number of collaborative research activities and amount of internal and external funding across disciplines and campuses;
- Number of shared facilities and resources related to collaborative research; and
- Number of successful proposals submitted to federal research center programs.

Objective 2-3: Sustain and advance research commercialization and translational activities that promote economic development in Louisiana.

Performance Measures

- Amount of university/government/private-sector research and financial partnership;
- Number of entrepreneurship activities among targeted faculty, including participation in SBIR/STTR grants, start-up companies, industrial partnerships, and patents/licenses;
- Amount of aligned investment of State and campus resources in areas of high potential for research commercialization; and
- Amount of university revenue generated from research commercialization, technology transfer and intellectual property development.

Objective 2-4: Develop and periodically update campus-based plans for science and technology research.

Performance Measures

- Number of science and technology research plans submitted by affected public and independent campuses; and
- Comprehensive catalog of all submitted campus research plans on the Board's website.

Objective 2-5: Assess and encourage the articulation of statewide priorities for investment

with campus research priorities and activities.

Performance Measures

- Demonstrated alignment of State and external science and technology research funding with identified campus and statewide science and technology research priorities; and
- Number of science and technology research commercialization outcomes (e.g., patents, licenses, startups, spin-off businesses).

Objective 2-6: Enhance communication, interactivity, and effectiveness through statewide data collection consistent with proprietary protections.

Performance Measures

- Return rate of requested data (campus strengths and priorities, patents, licenses, start-ups, etc.); and
- Rate of data bank use and related outcomes.

GOAL 3

**ACHIEVE GREATER ACCOUNTABILITY, EFFICIENCY AND EFFECTIVENESS
IN THE POSTSECONDARY EDUCATION SYSTEM**

Objective 3-1: Advance a performance-based funding formula for higher education that aligns with the GRAD Act and drives continued improvement in education outcomes and meeting the workforce needs of the State.

Performance Measures

- Demonstrated alignment of the performance funding metric to institutional roles, scopes and missions;
- Increases in student success measures of retention and degree completion; and
- Increases in Louisianans receiving credentials at all degree levels from Louisiana institutions.

Objective 3-2: Serve as the definitive source of information on higher education in Louisiana.

Performance Measures

- Increase in research staff;
- Evidence of systemic review of the BOR data systems and revisions where appropriate;
- Expanded reporting using State databases; and
- Web-accessible, user-friendly accountability resources.

Objective 3-3: Review academic programs and eliminate, as appropriate, programs that

are low-performing and/or duplicative.

Performance Measures

- Annual report on academic program productivity and quality;
- Availability of program success rate information to the public; and
- Increase in graduates.

Objective 3-4: Create a more balanced enrollment mix between two-year and four-year institutions.

Performance Measures

- Enrollment by institution type (two-year and four-year);
- Completions of diplomas, certificates, associate and baccalaureate degrees;
- Number of transfer students; and
- Increased entrance scores of university entering freshmen.

Objective 3-5: Demonstrate improvement in student learning outcomes through measurable data and reporting that can be shared publicly and used to drive the decision-making process.

Performance Measures

- Increased student success; and
- Improved instruction.